TENNESSEE

ACADEMY

for

SCHOOL

LEADERS

TASL CREDIT GUIDELINES
2006-2007

For events to be held between
July 1, 2006 and June 30, 2007

Tennessee Department of Education
Office of Professional Development
Tennessee Academy for School Leaders

TASL CREDIT
GUIDELINES & ATTACHMENTS

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TENNESSEE ACADEMY for SCHOOL LEADERS
TASL CREDIT

2006-2007
GUIDELINES

All requests are evaluated using the following criteria. For information or clarification, contact Dennis Bunch, Director, at (615) 253-2592 or fax questions to: (615) 532-8312.

I. PROFESSIONAL DEVELOPMENT CRITERIA
   (These criteria will be used in approving requests for TASL Credit. These criteria are organized under the four vital components, as established by the National Staff Development Council, for successful training and professional development activities to ensure that <u>TASL Credited</u> *activities maintain a level of quality that is consistent with state professional development goals, and quality program delivery.*

<u>PLANNING</u>

♦ Objectives clearly stated for each program including the information/knowledge or skill(s) that participants gain and <u>the resulting impact on student learning</u>.
♦ Objectives related to overall goals of the program and school system.
♦ The content of TASL Credit events must be aligned with the National Staff Development Council Standards, Interstate School Leaders License Consortium Standards and Tennessee Comprehensive System-wide Planning Process and/or Tennessee School Improvement Planning components.
♦ Content, delivery and evaluation is based on adult learning and developmental research.

<u>IMPLEMENTATION</u>

♦ A TASL Credit Checklist is provided. [**Attachment B**].
♦ **Program delivery will occur within an adequate time frame to allow participants to:**
   o **(1) learn content,**
   o **(2) observe, and practice new knowledge and skills,**
   o **(3) reflect on the learning experience, and**
   o **(4) have some form of product or accountability measure.**
♦ Implementation of programs will include and support activities for building effective professional learning communities, collegial relationships, and professional networks.
♦ All programs must maintain adequate records of participation, evaluation, and follow-up.
♦ **Program approval will occur for events that take place over multiple days of contact.** If initial events are not a full day, they shall be supported by sustained follow-up. The summary activity may not require the services of the initial presenter and could include demonstrations of successful implementation by practitioners.
♦ Attendance must be submitted on the "TASL Credit Attendance Reporting Forms." [**Attachment C**].

EVALUATION

♦ Evaluation measures the effective application of the skill or knowledge gained at the event as determined by increases in student achievement.

♦ Evaluations will provide feedback for guidance in planning of future professional development.

♦ Evaluation instruments for activities/events should be easily understood and completed by participants.

♦ Evaluation of an activity will assess the presenter's skills and knowledge, program content, event delivery, and the administrator's level of engagement/participation or gains.

♦ Evaluation demonstrates a link to measurable program objectives and to follow-up action by participants.

♦ Evaluation responses may be collected on, but should not be limited to the TASL Evaluation Form. [**Attachment D**].

♦ Evaluation results will be tabulated and the **narrative summary** mailed to the TASL Director, on the enclosed summary form within two weeks of completion of the event. [**Attachment E**].

SUSTAINABILITY

♦ All programs must have adequate follow-up, which may include but is not limited to, action planning, on-going peer groups, mentor or observer feedback, reflection, or connection to higher level training.

♦ An Action Planning Outline is useful to determine the extent of the participant's implementation of the knowledge and skills attained in the event. [**Attachment F**].

II. **APPROVABLE AND NON-APPROVABLE ACTIVITIES FOR TENNESSEE ACADEMY FOR SCHOOL LEADERS TASL CREDIT**

> *Activities **cannot** be considered part of the ten state funded in-service days and **cannot** include administrative duties. The criteria used to determine approvable activities are in the attached guidelines.*

1. **EXAMPLES OF <u>APPROVABLE</u> PROFESSIONAL DEVELOPMENT ACTIVITIES/TOPICS**:

   • Strategic Planning and School Improvement Planning related events
   • Effective Leadership Strategies and Practices
   • Restructuring for Instructional Improvement
   • Data-driven Decision Making
   • Curriculum Alignment or Mapping
   • Instructional Alignment
   • Assessment for Learning
   • Differentiated Instruction
   • Early Childhood Education Issues
   • Adolescent Reading
   • Implementing Multiage/Non-Graded Programs
   • Developing Effective Teachers (DET/COMP/GOTAGS…)
   • School Climate, Environment, and Safety, as it relates to increased student achievement

2. EXAMPLES OF <u>NON-APPROVABLE</u> ACTIVITIES

- Staff Meetings/Staff Retreats, Departmental Meetings
- State and Federal Regulations Updates (Reauthorizations, etc.)
- Program Updates
- Textbook Evaluation Committees
- Home Visits or Parent Conferences
- Scheduling Classes and Academic Programs
- Courses for College Credit
- Professional Organization Business Meetings
- Regularly Scheduled In-Service Training
- State-Mandated Training
- Conferences, Panels, Grant Related Updates or Sharing Sessions

III. PROGRAM RESPONSIBILITIES

RESPONSIBILITIES OF THE PROGRAM COORDINATOR

- Design program content including planning, implementation, and evaluation.
  [See **Attachments B, F and G**]
- Research speaker and secure presenters
- Submit all application forms. Complete and submit the Request for Program Approval to the TASL office a **minimum of 60 days prior to the event.**
- Determine location for the event(s)
- Schedule the event(s)
- Schedule the agenda for the event(s)
- Obtain materials, supplies, and equipment
- Disseminate program information to all administrators
- Register participants
- Conduct the event(s)
- Serve as a general "trouble shooter" and facilitator
- Implement the program evaluation
- Analyze data and provide a general report
- Serve as the contact person for the Tennessee Academy for School Leaders (TASL), Office of Professional Development.
- Communicate/coordinate with all participating school systems, if the approved program activities are part of a consortium.
- Attendance:
  - **Keep accurate attendance records** for each event and report to TASL. [**Attachment C**].
  - Only participants attending the ENTIRE event are eligible for TASL credit. (No Exceptions)
  - **Complete the attendance card information on Attachment C with appropriate title, date(s), site…**
  - Send <u>attendance cards</u> to the TASL Office within two weeks of completion of the event. Please make sure that you initial attendance cards for every day of the event a participant attends.
  - Please complete an attendance card for each attendee… including superintendents, administrators, and teachers. The TASL Office will warehouse professional development attendance for all attendees.
- Evaluation:
  - Complete and submit to the TASL Office, the program evaluation summary report. [**Attachment E**].

IV. STANDARDS FOR SCHOOL LEADERS

The following standards for administrators were developed by the Interstate School Leaders Licensure Consortium (ISLLC) of the Council of Chief State School Officers. These standards and the TDOE's TSCPP and/or TSIP guidelines should be used for planning, implementing, and evaluating TASL- approved training and professional development activities.

1. NSDC STANDARDS

CONTEXT

- **LEARNING COMMUNITIES:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **LEADERSHIP:** Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **RESOURCES:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

PROCESS

- **DATA-DRIVEN:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and helps sustain continuous improvements.
- **EVALUATION:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **RESEARCH-BASED**: Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **DESIGN:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **COLLABORATION:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

CONTENT

- **EQUITY:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectations for their academic achievement.
- **QUALITY TEACHING:** Staff development that improves the learning of all students deepens on educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **FAMILY INVOLVEMENT:** Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

2. ISLLC STANDARDS

A school administrator is an educational leader who promotes the success of all students by:

- facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- ensuring management of the organization , operations, and resources, for a safe, efficient and effective learning environment;
- collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources;
- acting with integrity, fairness, and in an ethical manner; and
- understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

3.   SCHOOL IMPROVEMENT PLAN COMPONENTS

GOALS FOR THE KEY RESULT AREAS

COMPONENT 1 – "SCHOOL PROFILE AND COLLABORATIVE PROCESS"

COMPONENT 2 – "BELIEFS, MISSION AND VISION DEVELOPMENT"

COMPONENT 3 – "ACADEMIC AND NON-ACADEMIC DATA ANALYSIS"

COMPONENT 4 – "CURRICULAR, INSTRUCTIONAL, ASSESSMENT AND ORGANIZATIONAL EFFECTIVENESS"

COMPONENT 5 – "ACTION PLAN DEVELOPMENT"

COMPONENT 6 – "THE SCHOOL IMPROVEMENT PLAN AND PROCESS EVALUATION"

For more information please see the following websites:
http://tennessee.gov/education/nclb/doc/fpnclbconplanppt.pdf
http://tennessee.gov/education/nclb/doc/nclbday2trngppt.pdf

4.   TENNESSEE CONSOLIDATED SYSTEM-WIDE PLANNING PROCESS

Action Plan Development for LEA Improvement information located at:
http://tennessee.gov/education/fedprog/doc/TemplateandComplianceMatrix-correlatedwithTCP.pdf

Critical Issues

Critical Issue 1-Leadership: *School and district leaders create systems of professional learning that ensure the continuous improvement of leadership, teaching, and student achievement.*

Assumptions: Leaders affect the quality of professional learning through their thoughts, words, and actions. In particular, leaders shape what is talked about and how it is discussed. Certain kinds of conversations are more effective than others in shifting mental models and stimulating action and accountability.

Events in this strand could address the following:

- Documenting the relationship between professional learning in schools/systems and improved student learning.
- Preparing front-line district and school leaders to improve the quality of professional development by changing the conversation in schools.
- Affecting leaders' communication and interpersonal skills for the purpose of improving professional learning and student achievement.
- Empowering school-based leadership teams to make high-quality professional learning a reality in all schools.
- Highlighting effective strategies and actions that leaders take to guide teacher and school improvement.

Critical Issue 2-High-Performance Cultures: *School and district cultures support sustained collaboration and professional learning.*

Assumptions: School cultures affect teacher and student performance. School cultures are shaped by leadership practices and various structural elements.

Events in this strand could address the following:

- Promoting performance-oriented cultures.
- Building relationships, structures, and resources to sustain professional learning and collaboration in schools.
- Ensuring districts and schools effectively use their resources to improve the quality of professional learning.
- Sharing resources that assist school leaders in implementing job-embedded learning.
- Improving Teaching and Learning for the purpose of improving student achievement.

Critical Issue 3-Diversity of Race, Class, and Culture: *All schools with high concentrations of low-income students and/or students of color ensure quality professional learning for all educators.*

Assumptions: Skillful teaching and leadership are particularly important to students in high-poverty schools; quality professional learning improves teaching and leadership.

Events in this strand could address the following:

- Promoting school dialogues on race, economic class, and culture as they relate to teaching and learning.
- Offering strategies for "amplifying positive deviance" in schools.
- Closing achievement gaps through professional development focusing on cultural difference.
- Preparing and supporting educators to assume leadership roles in high-poverty schools.

Critical Issue 4-School Safety: *Effective schools research has established the need for a safe and orderly environment and provides best practices for its establishment.*

Assumptions: The safety of the student is the foremost concern of the school leader. Policies, procedures and practices that ensure a safe learning environment promote the advancement of student achievement.

Events in this strand could address the following:

- Improvement of student achievement levels through the Effective Schools research.
- Peaceable Schools research available through the Tennessee Department of Education.
- No Bullying research provided by the United States Department of Education.
- Advocating for and promoting safe school policies and practices at the school, district, state, and federal levels.
- Healthy schools research tied to the increase of student achievement levels.

Critical Issue 5-Data Analysis: *School and district leaders systematically review student achievement data for the continuous improvement of student learning, teaching and leadership.*

Assumptions: Leaders affect the quality of teaching and learning through a systematic approach of disaggregating and analyzing student achievement data. Constantly inspecting what is expected models behavior that is focus in student success. In particular, school leaders address standardized as well as locally-generated assessments for the purpose of aligning assessment with curriculum and instruction.

**Events in this strand could address the following:**

- Data disaggregation, with or without software packages, that systematically sub-divides populations for the purpose of identifying achievement gaps.
- Data analysis used to identify trends and their appropriate responses with the goal of increasing student achievement levels within the school or district.
- Preparing front-line district and school leaders to improve the quality of instruction, curriculum and assessment by changing the conversations in schools.

Critical Issue 6-Induction of School Leaders: *New school and district leaders establish systems of professional learning that ensure the continuous improvement of leadership, teaching, and student achievement.*

Assumptions: Leaders new to the role must positively affect the quality of the professional learning environment. School leaders shape what is discussed within the learning community as well as the approaches the school or district will undertake to generate a learning environment that focuses on improving student achievement.

Events in this strand could address the following:

- New school leaders (assistant principals, principals, supervisors, superintendents and school board members) exposure to the Professional Learning Communities research and the development of a positive school climate and culture.
- Effective communications between all stakeholders that foster open dialogue to further promote a learning community focused on student learning.
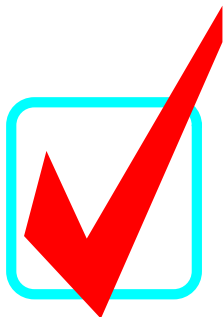
TASL CREDIT IMPLEMENTATION CHECKLIST

___ 1. State Department of Education contact person and program coordinator identified
___ 2. Objectives for event(s) are tied to the State Master Plan, ISLLC Standards, Sip or TSCPP
___ 3. Administrators officially notified of the event(s)
___ 4. Agenda planned to allow participants time to learn content, network with each other, and discuss follow-up plans
___ 5. Program design completed:
   ___objective(s) defined
   ___consultant(s) scheduled
   ___content and delivery based on sound research about adult learning and development
   ___cancellation policy/procedure in place
   ___plans made for follow-up activities
   ___evaluation tools designed
   ___product or accountability measure developed
___ 6. Funds allocated for consultant fees, facilities, food, travel, supplies, gratuities, etc.
___ 7. Evaluate environment for:
   ___location for event(s) secured
   ___room set up consistent with session objectives
   ___temperature, lighting, acoustics, furnishings, electrical outlets, adequate space
   ___appropriate Audio-Visual equipment
   ___accommodations for participants with special needs
___ 8. Program Evaluation Plan designed
___ 9. Resources and supplies obtained and organized
___10. Arrangements for clerical assistance secured
___11. Hospitality provisions:
   ___registration and sign-in planned
   ___regular breaks scheduled
   ___snacks/meals arranged
___12. Advertisement and announcement developed and distributed to potential participants in all participating school systems
___13. Contingency plans made that allow for A-V problems, inclement weather, illness, etc.
___14. Clear directions to the site and information about accommodations communicated to all participants

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Within two weeks of completion of the event, submit the:
    1. Attendance Forms (Attachment C) and
    2. Summary of Evaluations (Attachment E)

ATTACHMENT C

Last Name: First Name: MI   Soc Sec No.

Event Code: Dates: -
Event Topic: Facilitator:

TENNESSEE DEPARTMENT OF EDUCATION
OFFICE OF PROFESSIONAL DEVELOPMENT
ATTENDANCE CARD

System Name: School Phone:

School Name or Office: School Fax:

Position/Job Title/Grade Level: Direct Phone:

Email Address: Direct Fax:
Home Address: Home Phone:

For Provider Use Only   *Attendance:*   Day 1 _____
   Total Hrs _____   Day 2 _____
     Days _____   Day 3 _____

ED-2641 (Rev. 06/99)

Last Name: First Name: MI   Soc Sec No.

Event Code: Dates: -
Event Topic: Facilitator:

TENNESSEE DEPARTMENT OF EDUCATION
OFFICE OF PROFESSIONAL DEVELOPMENT
ATTENDANCE CARD

System Name: School Phone:

School Name or Office: School Fax:

Position/Job Title/Grade Level: Direct Phone:

Email Address: Direct Fax:
Home Address: Home Phone:

For Provider Use Only   *Attendance:*   Day 1 _____
   Total Hrs _____   Day 2 _____
     Days _____   Day 3 _____

ED-2641 (Rev. 06/99)

Tennessee Academy for School Leaders
Evaluation and Feedback

General Information

How did you hear about the academy?	Is this your first TASL academy?	Your position is:
□ District brochure	□ Yes	□ Principal
□ E-mail notification	□ No	□ Assistant Principal
□ TASL Webpage		□ Supervisor
□ Colleague		□ Director of Schools
□ Other _____		□ Other _____

Program Evaluation

Please circle the number corresponding to your assessment of each aspect of the academy.

Logistics and registration procedures:	Excellent				Poor
Academy materials/handouts	5	4	3	2	1
Registration procedures	5	4	3	2	1
Meeting facilities	5	4	3	2	1

Comments:

1. The content of this academy strengthens my understanding of school leadership for improving student achievement.

Completely		Somewhat		Not at all	
5	4	3	2	1	0

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?
OR: If you indicated 4 or above, what specific things contributed to improved understanding?

2. The learning activities were relevant and challenging, and encouraged my active involvement with the content.

Completely		Somewhat		Not at all	
5	4	3	2	1	0

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?
OR: If you indicated 4 or above, what specific things were effective?

3. This academy equipped me with information and skills I can use immediately upon returning to my school.

Completely		Somewhat		Not at all	
5	4	3	2	1	0

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?
OR: If you indicated 4 or above, what specific things were helpful?

4. This academy has helped me initiate collegial, peer support that will assist my continued growth.

Completely			Somewhat		Not at all
5	4	3	2	1	0

If you indicated 2 or below, what changes would be necessary for you to be in the 4-5 range?
OR: If you indicated 4 or above, what specific things have initiated this support?

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5. The time allowed for this program was (select one):

□ Too long   □ About right   □ Too short

6. The pacing of the activities over the duration of the academy was (select one):

□ Too fast   □ About right   □ Too slow

7. What are two significant learnings that you gained or were strengthened during the academy?

A.

B.

8. Overall, I'd rate this academy as…

Excellent			Appropriate		Poor
5	4	3	2	1	0

9. Please share **comments relative to curriculum, methodology, and/or teaching team**, which would be helpful as we continue to improve the Tennessee Academy for School Leaders?

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10. What additional support could TASL offer to in your role as a school leader?

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11. **I would rate my attitude** as a participant (the extent to which I was open to ideas presented in the academy) to be:

Highly amenable		Mildly receptive		Disinterested	
5	4	3	2	1	0

12. **I would rate my behavior** as a participant (the extent to which my actions were supportive of and engaged in the learning environment) to be:

Highly engaged		Moderately engaged		Disengaged	
5	4	3	2	1	0

TENNESSEE ACADEMY for SCHOOL LEADERS
SUMMARY EVALUATION FORM

Tabulate evaluation results and send narrative **summary only** to Dennis Bunch, Director, 710 James Robertson Parkway, 5th Floor, Nashville, TN 37243-0376.

EventTitle: _____

Date: _____   **State Contact:** _____

Mean Overall Professional Development Rating	
1) Content strengthens understanding of leadership	
2) Learning relevant and challenging	
3) Useful upon returning to the school/central office	
4) Helped initiate collegial/peer support	
5) Time allotment (1-3)	
6) Pacing of activities (1-3)	
7A) Significant Learnings #1	
7B) Significant Learnings #2	
8) Overall rating of the academy	
9) Comments on curriculum and methodology	
10) TASL Support	
11) Participant attitude	
12) Participant behavior	

Significant Learnings:

_____

_____

Comments on Curriculum and Methodology:

_____

_____

TASL Support:

_____

_____

(Copy as necessary)

TENNESSEE ACADEMY for SCHOOL LEADERS
ACTION PLAN OUTLINE

*Th outline below serves as an **optional** tool for individual participants to use following a professional development event. The purpose of this tool is to assist in planning follow-up action. When using this follow-up tool, instructions should be given with a focus on the participant's planning of follow-up activities to demonstrate application of program skills or content. Small group peer discussion follows completion of the outline.*

I. Identify target areas and objectives for school improvement.

II. Identify action steps and strategies designed to achieve improvement objectives.

III. Suggested time frame to complete action steps:

IV. Person(s) responsible for leading/coordinating the work to achieve the action steps:

V. Others to be involved:

VI. Means of evaluating the accomplishment and effectiveness of the action steps:

V. Process for sustaining the commitment to continuous improvement:

ATTACHMENT G (Five Critical Levels of Professional Development Evaluation)

Evaluation Level	*What Questions are Addressed?*	*How Will Information be Gathered?*	*What is Measured or Assessed?*	*How will Information be Used?*
(Level 1) **Participants' reactions**	➢ Did they like it? ➢ Was their time well spent? ➢ Did the material make sense? ➢ Will it be useful? ➢ Was the leader knowledgeable and helpful? ➢ Were the refreshments fresh and tasty? ➢ Was the room the right temperature? ➢ Were the chairs comfortable?	➢ Questionnaires administered at the end of the session ➢ Focus groups ➢ Interviews ➢ Personal learning logs	➢ Initial satisfaction with the experience	➢ To improve design and delivery
(Level 2) **Participants' learning**	➢ Did participants acquire the intended knowledge and skills?	➢ Paper-and-pencil instruments ➢ Simulations and demonstrations ➢ Participant reflections (oral and/or written) ➢ Participant portfolios ➢ Case study analyses	➢ New knowledge and skills of participants	➢ To improve program content, format, and organization
(Level 3) **Organization support and change**	➢ What was the impact on the organization? ➢ Did it affect organizational climate and procedures? ➢ Was implementation advocated, facilitated, and supported? ➢ Was the support public and overt? ➢ Were problems addressed quickly and efficiently? ➢ Were sufficient resources made available? ➢ Were successes recognized and shared?	➢ District and school records ➢ Minutes from follow-up meetings ➢ Questionnaires ➢ Focus groups ➢ Structured interviews with participants and school or district administrators ➢ Participant portfolios	➢ The organization's advocacy, support, accommodation, facilitation, and recognition	➢ To document and improve organizational support ➢ To inform future change efforts
(Level 4) **Participants' use of new knowledge and skills**	➢ Did participants effectively apply the new knowledge and skills?	➢ Questionnaires ➢ Structured interviews with participants and their supervisors ➢ Participant reflections (oral and/or written) ➢ Participant portfolios ➢ Direct observations ➢ Video or audiotapes	➢ Degree and quality of implementation ➢ To document and improve the implementation of program content	➢ Altering school climate, improving student learning
(Level 5) **Student learning outcomes**	➢ What was the impact on students? ➢ Did it affect student performance or achievement? ➢ Did it influence students' physical or emotional well-being? ➢ Are students more confident as learners? ➢ Is student attendance improving? ➢ Are dropouts decreasing?	➢ Student records ➢ School records ➢ Questionnaires ➢ Structured interviews with students, parents, teachers, and/or administrators ➢ Participant portfolios	➢ Student learning outcomes *Cognitive (performance and achievement) *Affective (attitudes and dispositions) *Psychomotor (skills and behaviors)	➢ To focus and improve all aspects of program design, implementation, and follow-up ➢ To document the overall impact of the professional development

Source: *Evaluating Professional Development*. Thomas R. Guskey (2000).